DOCUMENT RESUME

ED 123 807 EA 009 368

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TITLE Using Management by Objectives to Obtain Results with Certificated and Classified Staff.
PUB DATE 21 Feb 76
NOTE 36p.; Paper presented at the Annual Meeting of the American Association of School Administrators (108th, Atlantic City, New Jersey, February 20-23, 1976)

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Administrator Guides; *Educational Accountability; Educational Improvement; *Management by Objectives; Personnel Management; *Program Budgeting; *School Administration; School Personnel; *Staff Improvement
IDENTIFIERS Ohio (Grove City); South Western City Schools

ABSTRACT

Educational administrators considering the use of management by objectives (MBO) as a management technique are advised to place MBO in its proper perspective as an additional tool, not as a panacea. Understanding that MBO is a joint decision-making process is vital for a successful implementation. The experience of South-Western City Schools would indicate that at least five years are necessary. The author provides a historical account of how this development occurred in his school and district using MBO and Program Planning Budgeting System (PPBS). The relationship between MBO and PPBS is also clarified. A comprehensive list of potential problem areas when implementing MBO offers direction for the prudent administrator. Further advice, particularly for the top administrator, involves ten steps leading to successful use of MBO. (Author/MLF)

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USING MANAGEMENT BY OBJECTIVES TO OBTAIN RESULTS WITH CERTIFICATED AND CLASSIFIED STAFF

PRESENTED AT
1976 AASA CONVENTION
MBO SESSION
SATURDAY, FEBRUARY 21, 1976 at 2:30 P.M.

DR. ARTHUR STELLER, PRINCIPAL
HIGHLAND PARK ELEMENTARY SCHOOL
SOUTH-WESTERN CITY SCHOOLS
2525 HOOVER ROAD
GROVE CITY, OHIO 43123
614 875-2318

EA 008 368

South-Western City Schools as a district and Highland Park Elementary School have been overall judged successful by a variety of means. There exists, however, great differences of opinion regarding why this is true. If you believe that the individual who occupies the superintendent's office is the main determinant in the quality of schools, then you would cite our superintendent, Martin Stahl. Similarly you would congratulate principals, teachers, school board members or the community at large, if it is your belief that these specific categories of people are responsible for success. Some persons prefer to promote particular programs or methodology as panacea for achieving our educational aims. I am not going to tell you that by utilizing management-by-objectives, all your problems will evaporate or even necessarily lessen. Such an approach I would compare to those television commercials where the message is that a certain brand of toothpaste or deodorant will increase your sex life. You can have white teeth or dry underarms that smell like you just walked out of a pine forest and still not get the girl or guy, as the case may be. You need more than one asset to be successful. MBO or any other method cannot be the only asset in your arsenal, if you want a successful school system.

Last year I gave a similar presentation at the National Association of Elementary School Principals' Conference in Minneapolis. One of their biggest concerns was that superintendents had attempted or were attempting to implement management-by-objectives or some other program

by administrative fiat labeling it a "...means to solve all of our problems." Whether or not their perceptions were accurate makes little difference, because until their perceptions change, these principals will behave according to their version of the truth. The reason for the inclusion of my opening remarks is to put management-by-objectives in the proper perspective. In short, an administrator cannot in the strictest sense blame his failures or credit his success to one aspect of the organization, be it management-by-objectives, his own leadership ability, or whatever.

The U.S. Commissioner of Educator, Terrell Bell in a recent interview echoing the sentiments of many persons, both inside and outside education, said that, "We need management skills that have grown and emerged outside the realm of education. Management recently has been more progressive, more dynamic and certainly more results oriented in other sectors of our society than it has been in education." Whatever one's personal opinions are regarding the validity of this or similar pronouncements, administrators should take heed of the message behind such words. Put very succinctly, educators are not presently getting the job done. In industry and business, management (used in the broadest sense of the term) is praised for success or blamed for failure to "get the job done." Consequently, educational administrators have been examining the corporate model for clues as to how to obtain better results. What they have discovered is that Big Business generally approaches the management of its organizations in a systematic fashion.

The cry for accountability in our school programs is partially responsible for the hastening importation of systems approaches such as MBO, PPBS, PERT, DEPS, etc.*

Upon asking a bright fourth grader what she thought accountability was, she told me that she thought it would be the ability to count, which is just about what it is. Management-By-Objectives or Planning-Programming-Budgeting-Systems are means for developing within our schools the capacity for keeping score on our results. The score can be communicated to others, used for self-appraisal, or both, depending upon the organization's purpose in utilizing such a model.

MBO is the acronym for Management-By-Objectives. It could just as easily be called Management Objectives, but then MO has no semantic impact. The term management may seem antithetical to educators, but MBO was initiated as a business-industry technique to increase effectiveness. The important letters are the B and the O for the main idea is by objectives, however, BO is too easy a target for punsters and critics. Can you picture a superintendent telling his staff that they needed to improve their BO or telling his school board that his BO was increasing? Actually, programming by objectives would be a more accurate phrase than MBO, although it makes little difference if we agree upon the meaning.

Perhaps the best definition for Management-By-Objectives has been given by George Odiorne, who states that MBO is:

*These formations of capital letters come directly from business and industry as they have their own Alphabet Soup Freaks who like to play the Letter Game.

> A process whereby the superior and subordinate managers of an enterprise jointly, identify its common goals, define each individual's major areas of responsibility in terms of the results expected of him, and use these measures as guides for operating the unit and assessing the contribution of each of its members.*

As educators, we would probably wish to include other staff in this MBO procedure than simply "managers".

The specific purposes, goals, procedures, forms, language, etc. for MBO need to be determined at the implementation level. The effectiveness of implementing management-by-objectives in your district will be greatly enhanced if you and your staff generate the format, rather than attempting to copy someone else's model. It is important, however, that the essential elements as given in the definition are incorporated.

As Odiorne indicated MBO:

(1) is a process - not a product,

(2) is a joint decision-making process,

(3) identifies the organization's common goals,

(4) defines each individual's responsibility and expected results,

(5) uses measurements for guiding the organization and

(6) assesses the contributions of each member.

Some misconceptions typically exist concerning PPBS and MBO, which should be clarified before progressing any further. PPBS is an acronym for Program-Planning-Budgeting System. Both PPBS and MBO begin with and emphasize measurable objectives. PPBS holds prominent the financial aspects of management which are not critical for

*Odiorne, George. Management By Objectives (New York: Pitman Publishing Corporation, 1965)

utilization of MBO. Management directed toward defined outcomes are employed in both systems. MBO facilitates the effectiveness of PPBS and consequently is often labeled as a subset of PPBS. These two systems can be implemented together to promote a more productive and accountable school system. Of course, another similarity between MBO and PPBS is that critics often capitalize on the last two letters in both systems to make derogatory puns.

Total accountability within a school system cannot be achieved by merely announcing that PPBS or MBO will be implemented next year. Such an administrative fiat leads only to a rearranged budget or new terminology - not accountability or improved instruction. The experience of South-Western City Schools - Ohio's ninth largest district with over 18,000 students in 26 schools - would indicate that at least five years are necessary. A logical first step would be Management-By-Objectives.

The vernacular of industrial management has included Management-By-Objectives for nearly twenty years after being first popularized by Peter Drucker. For the last ten years the growth and refinement of this concept, as well as systems theory, has become commonplace in many business and industrial establishments. Consequently, school personnel need not start from scratch in utilizing this technique for upgrading their school systems. Educational administrators should scrutinize and convert (not simply copy) available methodology from fellow institutions.

A caution should, however, be given not to demand more from such

procedures than they are capable of providing. Many times educators have borrowed management tools from business and industry and made them more rigid than they were ever intended to be. Often such differences as terminology gets the educator in trouble. In some industrial management circles an objective represents what most educators would label a goal, with their goals being equivalent to our objectives. It is easy to see how over zealous implementation without inspection could lead to problems.

Prior to undertaking MBO one should determine his purpose for engaging in such a strategy. Educators are continually expressing disillusionment with highly touted new organizational and instructional strategies, when efforts at implementation fail to produce desired results. More often than not, the subsequent application of the new approach failed to replicate its former essence due to faulty comprehension by the adaptors of underlining assumptions. Management-By-Objectives may suffer from the same ailment with slightly different results depending upon the user's assumptions about human nature.

Some educational leaders make decisions or behave in such a manner that demonstrates they believe subordinates need to be directed, controlled, manipulated or coerced. Management-By-Objectives in their hands is simply an efficient tactic for getting their way. Other administrators or supervisors concerned with the self-actualization of fellow educators employ the potentiality of MBO for developing self-control and for integrating the goals of all individuals with organizational goals. A person's philosophy and attitude toward work, as well

as beliefs regarding the value of the average human being, determines whether or not MBO is utilized to its utmost benefit.

The emphasis the author places on Management-By-Objectives at Highland Park Elementary School involves the fostering of an atmosphere in which each individual first believes in himself and his ability to control his own destiny; secondly, improves his competence through self-analysis and self-direction; and third internalizes the entire process without external pressure. Someone else might approach their staff entirely different. In this paper no attempt will be made to moralize about which is right.

According to the AASA publication Management By Objectives and Results* the benefits of MBO are:

1. "MBO from the top management perspective is a direct attempt to build into management systems an unremitting attention to purpose..."
2. "MBO attacks directly the gap of expectations and directly defines 'success' in specific output terms."
3. "MBO should improve overall organization performance and increase the level of participation."
4. "MBO should achieve...individual improvement and growth."

Peter Drucker has indicated that "The greatest advantage to management by objectives is perhaps that it makes it possible for a manager to control his own performance." **

*Management By Objectives and Results (Arlington, Virginia: American Association of School Administrators, 1973), p. 70 and 72

**Druker, Peter. Management (New York: Harper & Row Publishers, 1974), p. 439

One school district which has been a leader in the successful implementation of a systematic approach is South-Western City School District in a suburban district near Columbus, Ohio. The district was organized January 1, 1956 as a result of the consolidation of six school systems and ever since has progressed toward more sophisticated management.

In 1961 a Committee of One Hundred, bolstered by sub-committees of additional community residents, developed a comprehensive philosophy for the South-Western City School District. Many people provided an input as to what they believed to be true about education. These beliefs were fused together to form a district philosophy. This philosophy is very general in nature, which prohibits its use as a yardstick for the measurement of program success.

In 1968 someone read the philosophy and questioned the extent to which the educational program truly reflected the philosophy. A formal evaluation was undertaken. Quite a discrepancy was discovered between the philosophy, what the aims were, and actual achievements. It was found that change was needed if the district was to practice its philosophy. A plan was written to bring about that change. Goals were established consistent with the philosophy. That plan and those goals evolved into the publication, Initiate Action.* The contents included general goal statements, curriculum concerns and some learning principles. All staff received a copy and discussed the ideas presented through in-service.

*Stahl, Martin. Initiate Action: A Guide for Curriculum Development (Grove City, Ohio: South-Western City Schools, 1969)

Three years later another step was needed, due to the fulfillment of most of the district's plan. A total gamet of new goals and more specific objectives designed to accomplish the goals were incorporated in another publication entitled, Initiating Action.* Seven major district goals were created with twenty-seven district objectives. The major goals follow:

(1) Provide An Individualized Curriculum for Each Child

(2) Provide Quality Instruction for Each Child

(3) Provide Leadership to Bring about the Implementation of District Goals

(4) Establish and Maintain Effective Two-Way Communication with the Public

(5) Provide Appropriate Personnel, Facilities, Equipment and Materials for Each Child

(6) Establish a Planning, Programming budgeting,** System

(7) Provide an Evaluation Program to Maintain and Improve the Quality of the Educational Program.***

Again all staff members received a copy and orientation regarding the material in Initiating Action. Individually each staff member at Highland Park was asked for their interpretation of major aspects of the booklet.

*Rudder, James Initating Action: The Plan for Curriculum Development (Grove City, Ohio: South-Western City Schools, 1972)

**In South-Western City Schools the budgetary aspects of PPbS are deemphasized, therefore, the "b" is not capitalized in district publications to reiterate this point.

***IBID, page 5

Concurrent with Initiating Action, each South-Western school began developing building goals and objectives which related to the district goals and objectives. Since every school has differing needs, the objectives were generally not the same, although they were correlated toward the same district objectives. Presently, not all of the district objectives are utilized by each school. Some of the district goals or objectives used since 1972 are no longer appropriate, due to the fact that they have been accomplished.

In the spring of the 1972-73 school year the staff at Highland Park began writing personal goals and objectives for certificated staff. Each teacher wrote one goal with objectives in each of these four categories:

(1) Classroom Instruction,

(2) Interpersonal Relationships with Pupils,

(3) Interpersonal Relationships with Parents and Community and

(4) Professional Participation.

The intent was to develop mutually acceptable objectives, however, it was made clear to all staff that if the principal and teacher could not reach a concensus, the principal's opinion would over-rule their ideas. They understood that if such disagreements arose the principal would "win", because that is just how the game is played. Thus, we were able to avoid having low-risk goals that would be easily achieved, but relatively meaningless.

The process was begun with a series of group meetings followed by individual conferences with the principal and the staff development teacher. To encourage acceptance these interviews were made very

low key and nonthreatening. We began by simply discussing the teacher's overall classroom operation and each of the four goal areas. Both strengths and weaknesses were anlayzed. Goals and objectives were written either to correct serious weaknesses or on matters which could be termed possible "growing edges." To further enhance the initial implementation, either the staff development teacher or the principal actually did the physical task of transcribing the thoughts on paper. Generally, seventy-five to eighty percent of the final product was directly related to imput from the staff development teacher or the principal. Three years later the teachers provide probably ninety percent of their goals and objectives without outside imput. We have progressed to the point where practically all of the staff are self-actualizing, at least in this respect.

During the month of May, 1973, the district began formalized in-service for administrators regarding PPBS (Program Planning Budgeting System). One of the high school mathematics departments became the first program developed around the PPBS model. Highland Park staff started compiling data in the last six weeks of school. All available staff worked two weeks in the summer without pay to finish the PPBS document. It was 175 pages. Last year's product was 425 pages, while this year's streamlined manuscript numbered 225 pages. Next year we can probably say everything necessary in less than one hundred pages.

The entire building's academic operation was developed into PPBS. Highland Park was the first school in the district to thus use PPBS school-wide. One interesting sidelight is that Highland Park

saved the district sixteen hundred dollars, while providing better educational opportunities for children. Several major changes were achieved in staffing and the ordering of materials. The staff was as surprised as anyone when we totaled the cost of all items to find $2,400 less in expenditures than the previous year. We then included eight hundred dollars of our lower priority items, such as a new typewriter for the secretary.

The local teachers' association and a committee of administrators labored for approximately a year drafting a set of guidelines which evolved into a pamphlet entitled "A Program of Staff Development and Evaluation".* The fall of 1973 saw its introduction to district personnel. The concept of personal goals and objectives with specified deadlines for completion of the various stages was identified. Role responsibilities were clarified as well as procedures for staff improvement and means for dismissal.

Also, in the fall of the 1973-74 school year at Highland Park the author initiated the utilization of Management-By-Objectives with all classified personnel. For each individual we prepared goals and objectives for three areas:

(1) My Position as Custodian, Cook, etc.

(2) Relations with Students

(3) Relations with Staff

In addition, some persons had another area, that of Relations with Parents. Management-By-Objectives has proven as beneficial with the classified staff as with the certificated personnel, although the objectives are

*Bostick, Darrel, A Program for Staff Development and Evaluation (Grove City, Ohio: South-Western City Schools) 1973

often more general.

For the last two years all full or part-time staff either certificated or classified have operated using Management-By-Objectives. Highland Park is the only school with all employees having goals and objectives.

One aid in implementing this complete procedure has been the fact that it was never labeled as Management-By-Objectives or MBO. The author is thoroughly convinced that our implementation of PPBS would have been smoother if it had also been left unnamed. A strong recommendation for anyone considering MBO would be not to label it such until after it has been completely implemented.

When announcing a new educational venture, people line up for and against the proposal and the debate is off and running. The project is assessed, usually by critics, long before it has had a chance to mature. Proponents begin spending more time building defenses than improving the innovation and making it workable. In a surprisingly short time the change that was hailed as capable of solving old problems has become a problem itself. The promising innovation may become watered down, dropped or subject to a backlash.

From the literature and the author's experience in South-Western Schools and as a consultant for several districts around the country, he has discovered several potential problems persons may encounter in using Management-By-Objectives. A prudent administrator will take heed to avoid the difficulties listed below. Some of the areas overlap which complicates their identification, as well as the effort needed for resolution.

Potential Problem Areas When Implementing MBO

(1) Initial acceptance by the staff,

(2) preliminary implementation,

(3) insufficient resources for inservice,

(4) top management not being involved,

(5) the individuals affected by the system are not allowed to participate fully in strategies of implementation and decision making,

(6) individuals not exchanging information,

(7) subordinates being evaluated after MBC on personalities rather than results,

(8) individuals not being encouraged to develop self-control or self-appraisal skills,

(9) superiors being more weakness and blame-oriented than results-oriented,

(10) setting unrealistic goals,

(11) setting goals too high or too low,

(12) insufficient staff motivation and poor morale,

(13) failure to monitor plans,

(14) failure to even follow the plan,

(15) setting too many goals,

(16) creative goals stifled due to lack of objective evaluation procedure (a subjective evaluation is better than none),

(17) over-emphasis on evaluation. (You also have to decide if you can or desire to allocate the necessary resources for proper evaluation),

(18) lack of a humanistic approach making MBO overly mechanical,

(19) too complex objectives,

(20) too short, too long or inappropriate time period for achieving the desired outcome(s),

(21) having overlapping responsibilities,

(22) lack of policy or mission statements from top management,

(23) superiors accepting poor goals and objectives from subordinates,

(24) failure to introduce new ideas from outside the organization,

(25) inflexibility in abandoning unfeasible or irrelevant objectives,

(26) fuzzy behavior and/or poor investigation when objectives are not achieved,

(27) setting arbitrary standards of performance, such as 80%,

(28) high staff turnover, and

(29) unanticipated events or conditions which have completely changed the situation.

There are several additional errors often overlooked that are worthy of illustration.

(30) Emphasis on psydo-sophosicated models, semantics and terminology, and paper work and records.

Reddin in his book, Effective Management By Objectives has said, "The effectiveness of MBO implementations is inversely proportional to the paperwork produced."*

*Reddin, W.J. Effective Management By Objectives (New York: McGraw-Hill Book Co., 1971), p. 168

Richard Osgood of GTE Sylvania, a manufacturing company doing $850 million in annual sales, now tells the story of eliminating the annual exercise of filling five foot book shelves with reports of objectives and corresponding documentation.* The author has seen school districts with total budgets under five million dollars generating just as much paperwork.

(31) Having persons play "Let's Beat the System."

This problem will be illustrated with an example outside the realm of education although analogous situations can be cited in the field of education.

> The Russians, though they lag behind Western management technology in every respect, have pioneered in this subtle art. The only yardstick of a Soviety Executive's performance is whether or not he makes his plan. So, not being a complete idiot, he spends most of his igenuity on getting an easy plan. One communist executive whose screw factory's outlet plan was set by weight, switched, clever lad, to making heavier screws.**

(32) Personnel, particularly top administrators, becoming overawed by massive amounts of objective data amplified in importance by quantification and/or made sacred by having been run through a computer.

The prime example of this error is undoubtedly the biggest albatros this country carries around its neck in dealing in foreign affairs. Of course, this would be the Vietnam War. The major decisions regarding this military action were made within the framework of the PPBS model

*Osgood, Richard. "Strategic Profit Planning", How to Improve Profitability Through More Effective Planning, Thomas Dudick, ed. (New York: John Wiley & Sons, 1975), p. 106

**Heller, Robert. The Great Executive Dream. (New York: The Dell Publishing Company, 1972), p. 212

developed by Robert McNamara at Ford and further refined at the Defense Department. The mountains of outcome data indicated a totally different picture of the war than eye witness or videotape accounts were describing. Military officers themselves disagreed with the data, but they were not permitted to contradict the quantified-objective-computerized data accomplished through the miracles of PPBS.

(33) Not keeping the power of business management systems in perspective. Robert Heller in The Great Executive Dream wrote that, "The last few years have seen errors of planning and missing of objectives on a macabre scale."*

If the reader has doubts concerning Heller's statement, the classified ads below from recent issues of Saturday Review serve as humorous evidence.

> COMPUTER ERROR has resulted in 17,000 tuning forks that vibrate at frequencies inaudible to the human ear. What am I offered?**
>
> A COMPUTER ERROR has resulted in 285,624 Idaho 1976 license plates, numbers reversed, ideal as conversation piece, trivet. Bids to Idaho Board of Corrections.***
>
> UNFORTUNATE COMPUTER ERROR HAS RESULTED in 16,000 dozen Chinese fortune-cookies being stuffed with strips containing air raid emergency instructions. Bids welcome.****

Steps Leading to Successful Use of MBO

For someone (hopefully, the top administrator) who would like to improve his/her school system and who thinks management-by-objectives might be a feasible tool in this regard, the following steps are suggested:

*Heller, Robert. The Great Executive Dream (New York: The Dell Publishing Co.), 1972, p. 208

**Classified Ads. Saturday Review (Saturday Review/World, Inc., 488 Madison Avenue, New York, N.Y.) January 10, 1976, p.68

***Classified Ads. Saturday Review (Saturday Review/World, Inc., 488 Madison Avenue, New York, N.Y.), April 17, 1976, p.59

****Classified Ads. Saturday Review (Saturday Review/World, Inc., 488 Madison Avenue, New York, N.Y.) November 29, 1975, p.60

(1) Find out more about it.

(2) Let everyone in your system know that you think the district should be better organized, use more planning and improve the evaluation of results.

(3) Hold conferences with your major subordinate administrators to discuss what they do.

(4) Request these same administrators to list all of their functions and group them in major categories with you.

(5) Issue a mission statement about your general concerns for the district.

(6) Develop and issue your own goals and objectives.

(7) Jointly develop goals and objectives with your administrators.

(8) Suggest your administrators follow the same procedure with their subordinates.

(9) At some point after step two, depending upon your level of acceptance, introduce the term management-by-objectives and obtain inservice assistance through visitations, workshops, consultants, etc.

(10) Keep close tabs on the entire process and work to make it achieve the desired results.

One closing thought which needs to be kept in mind is that the ultimate objective is not quality MBO's, but quality schooling for youngsters. An improved educational program should be the goal, rather than a technically perfect management-by-objectives system, although the two ideas are not necessarily exclusive.

STAGES OF HIGHLAND PARK MBO STRATEGY

1. Reviewing district goals and objectives
2. Assessment of building needs
3. Begin developing building goals and objectives
4. Reviewing the roles of each person's position
5. Staff member self-analysis and assessment by principal and staff development teacher
6. Development of personal goals and objectives
7. Completion of building goals and objectives
8. Management process during implementation of MBO
9. Appraisal of achievement by teacher, staff development teacher and principal
10. Recycling the process

APPENDIX A

USING MANAGEMENT BY OBJECTIVES TO OBTAIN RESULTS WITH CERTIFICATED AND CLASSIFIED STAFF

1976 AASA CONVENTION
MBO SESSION
SATURDAY, FEBRUARY 21 at 2:30 P.M.

PRESENTER:
DR. ARTHUR STELLER, PRINCIPAL
HIGHLAND PARK ELEMENTARY SCHOOL
2525 HOOVER ROAD
GROVE CITY, OHIO 43123
614 875-1025

DISTRICT:
DR. MARTIN STAHL, SUPERINTENDENT
SOUTH-WESTERN CITY SCHOOLS
465 KINGSTON AVENUE
GROVE CITY, OHIO 43123
614 875-2318

BUILDING GOALS LISTED IN PRIORITY

HIGHLAND PARK PRIORITIES FOR 1975-76

1.	VALUE CLARIFICATION	Pages 1-3
2.	IMPROVED MULTI-AGE INTERACTION	Page 4
3.	COMMUNICATION	Pages 5,6

CURRICULUM PRIORITIES

1.	SCIENCE	Page 7
2.	LANGUAGE ARTS	Page 8
3.	FINE ARTS	Page 9
4.	SOCIAL STUDIES	Page 10
5.	HEALTH	Page 11

OTHER PRIORITIES

1.	INCREASED UTILIZATION OF OUTSIDE RESOURCES	Page 12
2.	INSERVICE SESSIONS	Page 13
3.	PRINCIPAL'S GOALS	Pages 14,16

SAMPLE PAGE

DISTRICT GOAL II

Provide Quality Instruction For Each Child

DISTRICT OBJECTIVE I

Each Teacher Shall Work Toward Providing Warm Orderly School Experiences

BUILDING GOAL 2

A 1975-76 building goal at Highland Park is for children to exhibit behavior which indicates a respect for their owr property and the property of others.

BUILDING OBJECTIVES

(1) Given a variety of experiences in which feelings are explored (ex. role playing, BASICS feelings discussions, movies, stories conductive to exploring feelings of characters), there will be fewer unclaimed lost and found items around the school as the year progresses as judged by the principal.

(2) Children will be seen actively picking up scraps in the hall, straightening their own displays, helping others to repair displays and being accountable for materials as determined by the principal in conjunction with the staff.

(3) By the end of the year, the children will be able to clean up the area in which they eat lunch, and dismiss themselves with little or no supervision, the evidence of achievement being judged by the teachers on duty in the cafeteria in conjunction with the custodian. (idea: an unwanted food table)

(4) At the beginning of the school year a procedure will be developed by the staff for encouraging clean restrooms throughout the year. (Possible suggestions: increasing additional recess time throughout the year for accumulated days of clean restrooms as determined by restroom checkers.) Objective attainment will be determined by cleaner restrooms as judged by the night custodian.

BUILDING GOAL 3

A 1975-76 building goal at Highland Park is to implement techniques using the concept of "the self-fulfilling prophecy."

BUILDING OBJECTIVES

(1) A display case for children's work will be built and placed in a conspicuous place in the building called the Hall of Fame. The staff will determine the specific uses but the overall use will be to give building-wide recognition for students who deserve recognition for outstanding work and/or model behavior. Objective attainment will be assessed by the existence of the show case and the displays being changed frequently as judged by the principal.

(2) Each teacher will select at least one child in the class that is judged to be working below potential and for having a poor self-concept. The teacher will emphasize positive reinforcement techniques such as praise for good work, redirecting inappropriate behavior, writing positive notes both to the child and to the parents, showing an interest in his ideas, displaying his work in the classroom and in the Hall of Fame, and providing external rewards such as helping a teacher or other children. In addition to positive reinforcement, the teachers will express expectations for the child that is above his/her present level of achievement. Early in December, the teachers will meet to share the results of this work with selected children. The value of this approach will be discussed and subjectively evaluated by the staff at this time.

SAMPLE PAGE FOR PRINCIPAL's GOALS

DISTRICT GOAL III

Provide Leadership To Bring About The Implementation Of District Goals

DISTRICT OBJECTIVE I

Each Principal Will Demonstrate His Leadership Ability By Designing Educational Experiences In His Building So That The Goals And Objectives Of The District Are Met

BUILDING GOAL

The 1975-76 building goal at Highland Park related to the district objective is that the principal will provide educational leadership.

BUILDING OBJECTIVE(S)

(1) The principal will again attempt to divide his time as follows: one-fifth for attending meetings, paper work, etc; one-fifth for parents, visitors, others; and three-fifths for students and teachers. A log will occasionally be kept to serve as evidence.

(2) The principal will provide sufficient assistance leading to the achievement of the goals and objectives of South-Western, Highland Park, every staff member and every student (although all of these goals and objectives may not be written). He will also perform those tasks identified in the building or personal goals as being assigned to the principal. The nature of this objective is such that its evaluation will be informal and subjective, although if the majority of objectives which are written down for other Highland Park personnel are achieved, this objective will be accomplished.

(3) The principal will attempt to keep updated on what is happening in each class by walking through each area and talking with students and teachers at least three times per week. The principal will be able to recall the general operation and specific examples of each class (on a weekly basis) if asked.

(4) The principal will be able to refer to at least 25 students in each class by name by January. The evidence of this action will be readily apparent to pupils, teachers, parents and others and as such will be assessed by their casual observation.

(5) The principal will assume the position of safety patrol coordinator and give them specific initial training, continuous training and assessment, and appropriate rewards for their services. The training will be such that the patrols will be able to fulfill their duties without substantial miscue. Adult complaints about the patrol will be reduced to five per year with student complaints numbering less than one per week.

(6) The principal will work with teachers on curriculum, teaching techniques, establishing a climate of professionalism and cooperation, creating a relaxed atmosphere, and getting or giving teachers the recognition they deserve. The teaching staff will evaluate this objective.

(7) The principal will create an open door atmosphere such that children and teachers will utilize his office (the facility) on a continuing basis for a "time-out" place, a quiet study area, a place for displaying work, a place to share and get help, etc. Anyone viewing the office should be able to tell that it is used by children from the mere appearance of the room and the fact that on any given occasion a number of pupils could be found visiting this room.

SAMPLE PAGE FOR FIRST YEAR TEACHER'S GOALS

CLASSROOM INSTRUCTION

Goal I:
My goal is to improve classroom work habits.

Objective I:
I will emphasize the importance of cleanup as a continuous process rather than having to have a designated time set aside for it other than a final quick cleanup at the end of the day. I will meet the satisfaction of the principal or staff development teacher in the school.

Objective II:
I will emphasize and encourage good listening skills especially during group discussion and sharing times. This will be evident through observation of quiet, smoothly operating group meetings by the principal or staff development teacher.

Objective III:
I will encourage students to follow through with their work and study choices so that throughout the year I will notice an observable progressive improvement in quality of work. I will achieve this through encouraging students to follow through with their work and study choices and to make them conscious of producing neat quality work. This will be evaluated by the principal and/or staff development teacher.

Goal II:
My goal is to become more knowledgeable about the math and reading curriculum areas leading to successful implementation of these subjects in my class.

Objective I:
I will become more knowledgeable about reading curriculum by implementing it in my classroom as well as discussing it with other teachers and through more in depth investigation of reading. My increase in competence for this area will be observed by and evident to the principal and/or staff development teacher and will be formally evaluated jointly with them.

Objective II:
I will become more knowledgeable about the math curriculum by using the curriculum guide as a basis for instruction in my classroom. I will supplement it, however, with math ideas and information from other sources based on the progress and interests of my class. My increase in knowledge will be evident to the principal and/or staff development teacher through observation and joint evaluation.

INTERPERSONAL RELATIONSHIPS WITH PUPILS

Goal III:
My goal is to get to know each student on an individual basis and to learn where he/she can excell in order to meet their individual needs.

Objective I:
I will make an effort to talk with each child everyday and to be able to recall at least one important thing which he/she was involved with during the day. I will keep a daily record of each child's day at school.

RELATIONSHIPS WITH PARENTS AND THE COMMUNITY

Goal IV:
My goal is to establish and maintain effective two-way communication with the parents of children in my class.

Objective I:
I will encourage parents to visit the class during the school day. Mention of whom visited will be found in the Parent Bulletin.

Objective II:
I will send notes home to parents, call parents often and schedule conferences if and when necessary. I will keep a file of all general notes and letters sent home and a record of all conferences.

PROFESSIONAL PARTICIPATION

Goal V:
My goal is to expand upon my knowledge of informal education processes.

Possible Ideas
I will attend various workshops and inservices offered throughout the school year.
I will read books related to the area of informal education.
Spearpoint or Teacher - Sylvia Ashton Warner
Teaching as a Subversive Activity (Postman)
Other books as recommended by the principal.
I will participate in the BASICS course.

Goal VI:
My goal is to expand upon my general knowledge and interests in education and otherwise.

Objective I:
I will enroll in one or two courses a quarter of the various special free university courses offered at O.S.U. Credit in the courses will serve as evidence.

Objective II:
I will develop a professional file to keep track of all outside areas in which I participate for future reference which will be compiled in a resume format.

_____
Signature

_____
Principal's Signature

_____
Staff Development Teacher's Signature

Date_____

SAMPLE PAGE FOR TUTOR'S GOALS

My Job As A Tutor

Goal I:
I want to become more knowledgeable about perceptual problems and ways to help students overcome them.

Possible Ideas:
(a) I plan to read more about perceptual problems.
(b) I want to put into practice more methods which will help students overcome them.

Goal II:
I will keep a folder for each child to be kept for tutoring records including the papers the children are working on.

INTERPERSONAL RELATIONSHIPS WITH CHILDREN

Goal I:
I want to help each child feel good about himself; remain enthusiastic, and realize that although he will encounter failure, the important thing is to keep trying.

Possible Ideas:
(a) I will give him work which although will be a challenge, will also provide him with success.
(b) I will remember to call attention to his success so that he will become increasingly aware of it.
(c) I will point out to him that everyone fails, by giving him examples.
(d) I will point out to him failures which have eventually become successes.
(e) I will praise him for his success.
(f) I will be aware of his limits of endurance and change the work in a new way.

INTERPERSONAL RELATIONS WITH STAFF

Goal I:
I want the teachers to be aware of each child's successes and failures in tutoring and to feel free to discuss the students with me.

Possible Ideas:
(a) I will communicate with the teacher about the student.
(b) Each week I will discuss with one teacher what the student has done and is doing.
(c) I will be friendly and available when the teacher approaches me.
(d) I will relay my willingness to the teacher.

INTERPERSONAL RELATIONS WITH PARENTS

Goal I:
I want the parents to feel positive about their child.

Objective I:
Each week I will send a positive note to one parent relaying what the child did and is working on in school. The note will constitute evidence of this action.

Objective II:

I will be willing to talk with any parent about their child. A record of conferences will be kept.

Goal II:

I would like the parents to reinforce what the child is doing in school by sending notes home and giving suggestions.

_____
Signature

_____
Principal's Signature

_____
Staff Development Teacher's Signature

Date_____

SAMPLE PAGE FOR SECRETARY'S GOALS

MY POSITION AS SECRETARY

Goal I:

My goal is to develop a procedure for organizing the office work in such a manner as to provide increased efficiency and effectiveness.

Objective I:

I will create a work load calendar upon which I will record when various tasks need to be achieved, such as attendance cards, typing the parent bulletin, calling for fire drills, bookkeeping, flyers, etc. Also included will be an estimate for some items of the length of time necessary for accomplishment, i.e., one entire day a month for typing of the bulletin. The calendar itself will serve as evidence of accomplishment.

Objective II:

I will implement the above calendar in the fall of 1975 by first including year-long activities, such as monthly fire drills. Other tasks will be added as the year progresses and the estimates of time needed will become more accurate. The evidence of this action will be the continually updated calendar.

Goal II: RELATIONSHIP WITH STUDENTS AND PARENTS

My goal is to be a friendly receptionist, thereby making the office a pleasant place to come or a pleasant place to telephone.

Goal III: RELATIONSHIP WITH STAFF

Objective:

The existence of the above calendar will be communicated to all staff members, so that they will be able to plan their typing needs within time constraints. The PTA officers and committee chairmen will also become aware of when there is time available for typing. The principal (since practically all typing is read by him) will evaluate this objective according to whether or not people are aware that I am planning my work load and to what degree they use this information.

_____

Signature

_____

Principal's Signature

_____

Staff Development Teacher's Signature

Date_____

SAMPLE PAGE FOR CUSTODIAN'S GOALS

MY POSITION AS CUSTODIAN

Goal I:

My goal is to try and keep the school building in a respectively clean and sanitary condition that will encourage children to want to come to our school.

REALTIONSHIP WITH THE STAFF

Goal II:

My goal is to be cooperative and willing to do all that I can to please the staff and make Highland Park a pleasant place to work.

Objective:

I will occasionally ask teachers and other staff who are around when I'm working if they're satisfied with my work and if there is anything else that I might do for them.

_____
Signature

_____
Principal's Signature

_____
Staff Development Teacher's Signature

Date_____

SAMPLE PAGE FOR SCHOOL NURSE'S GOALS

MY POSITION AS SCHOOL NURSE

Goal I:

My goal is to help students achieve an awareness of their individual health and hygiene needs and promotion of a positive self-concept in all my contacts with students.

RELATIONSHIPS WITH STUDENTS

Goal II:

My goal is to have students know me on a personal and friendly basis aside from just being the school nurse.

Objective:

I will assist a few students during the year with one of their projects of which I have some knowledge. The students will appreciate my contribution by mentioning my assistance within their project reports.

REALTIONSHIP WITH PARENTS

Goal III:

My goal is to inform parents of suspected health, medical or physical problems of students and counsel them according to what action may be taken or what resources are available. These contacts with parents will be such that they will not react negatively to my indication of symptoms, but will do something about it.

RELATIONSHIP WITH STAFF

Goal IV:

My goal is to get to know everyone on the staff (particularly teachers), including such things as names, marital status, location in the building, grade levels, outside interests, etc.

Goal V:

My goal is to utilize consideration and tact when dealing with the staff on a professional basis.

PROFESSIONAL PARTICIPATION

Goal VI:

My goal is to assist in staffings on individual students with other specialists, teachers, the principal, parents and others.

_____

Signature

_____

Principal's Signature

_____

Staff Development Teacher's Signature

Date_____

SAMPLE PPBS RETRIEVAL CHART FOR STUDENT OUTCOMES

SYSTEMS LEVEL PLACEMENT IN READING, DECEMBER 1, 1975

	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	Total
C-K	16																						16
C-1		16																					16
B-K	5	9																					14
B-1		12	6																				18
W-K	8	7																					15
W-1	5	3	9	2																			19
MC-K	10	4	1																				15
MC-1	1	11	6																				18
S-2		1	7	4	13																		25
C-2			9	9	9																		27
K-2				1	5		3																9
K-3					4		3	1	3	1	4			1									17
RB-3				2	2		2	7	3	4	2	2	1										25
B-3			1	2					6	9	5												23
A-4									1		1		5	4	5	3	3		2	2			26
Mc-4					1		2	1	2	3	1	1	2		3	3	1	4					24
S-4							1			1		1		2		2		2			1		10
S-5								1			2			2		3	3		1		2	1	15
Mc-5									1	2		3		2	4	2	1		7		1	2	25
C-5											3	4		1	3	3		4	2		3	2	25
BL-EMR	13																						13
Total	58	63	39	20	34		11	10	16	20	18	11	8	12	15	16	8	10	12	2	7	5	395

SAMPLE FOR RECORDING PROGRESS ON BUILDING OBJECTIVES (ALSO, USED FOR PLANNING STAFF MEETINGS)

Date/Time	Objective(s)	✓	Activities	✓

APPENDIX B

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